



2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_03272024_09:38

2023-2024 Phase Four: Professional Development Plan for Schools for School Year
2024-2025

Richardsville Elementary
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The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL),

teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

Reaching every student so they may become the best that is within them to be.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

1. Richardsville Elementary remained as a TSI School for the disability category as based on 2023 KSA results. We are focused on creating a model for both co-teaching practices so every student can learn rigorous content as well as deliver SDI to each special needs student within the classroom.

2. Our needs assessment identified that our students need access to rigorous, engaging learning throughout each lesson, utilizing evidence-based curriculum.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

Our top two focus areas are cognitive engagement and rigorous co-teaching practices where students are supported through intentional scaffolds. These are related to our school goals, which are:

1: Richardsville Elementary will increase the percentage of all students scoring proficient/distinguished in reading from 31.0 to 37.9 by 2024.

2: Richardsville Elementary will increase the percentage of all students scoring proficient/distinguished in math from 23.0 to 29.5 by 2024.

3: Richardsville Elementary will increase the percentage of special education students scoring proficient/distinguished reading from 15.0 to 19.9 by 2024.

4: Richardsville Elementary will increase the percentage of special education students scoring proficient/distinguished in math from 15.0 to 19.9 by 2024.

These focus areas will enhance our intentionality around best practices in instruction and student learning.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

The first focus area is rigorous co teaching practices . The specific objectives for this professional development are aligned to the school goals because we plan to empower coteachers to plan together through the use of templates and time. Built into the master schedule is bimonthly coplanning sessions designed to give all teachers time to work together to meet the needs of all students. Co teaching walkthroughs are being conducted by administration and district support staff in order to provide feedback for improvement. In order to meet the goals of the focus areas teachers will participate in professional development, conducted by John Antonetti, to increase rigor and engagement in the standards. Teachers will also build their knowledge of providing scaffolds and supports through participation in a professional development provided by Corwin.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

The intended results of the related objectives above is that all students will have access to rigorous grade level content and be given the tools and scaffolds to have entry points at all levels. Students, specifically in special education, will experience gains in both reading and math outcomes, as measured by class, local, and state assessments.

4c. How will professional development be monitored for evidence of implementation?

- i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
- ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

The evidence of implementation will be monitored through lesson plan development, student work samples, district diagnostic results, and classroom observation walk through tools as well as the visual data wall.

The special education and general education teachers will be responsible for creating the lesson plans and gathering student work. The leadership team and special education consultant will be responsible for facilitating the data analysis with teachers.

The special education teachers meet monthly with the leadership team and special education consultant to analyze student assessment results to make changes to instructional practices to meet the needs of students.

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

The indicators of success for this learning will be that teachers will feel empowered to make instructional decisions that will impact all students in their classrooms. Students will begin to relate and understand grade level content standards and meet progress monitoring goals related to their IEP. Goals and objectives will be achieved when students reach proficiency on universal screeners, standards based assessments, and state assessments.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

Elementary general and special education teachers are the targeted audience for this professional development, as well as the leadership team.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Resources needed to support this professional development are release time for continuous professional learning, support/consultation from Green River Regional Educational Cooperative, and district instructional team support. Throughout the school year, all teachers will participate in weekly intentional planning sessions and PLC facilitated by the teaching and learning coach with the curriculum coordinator. Teachers will be given the opportunity to have release time to observe peer teachers in the building as well as within the district to learn highly effective teaching practices.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Throughout the school year all teachers will use weekly intentional lesson planning sessions facilitated by the teaching and learning coach and curriculum coordinator. Teachers will be given the opportunity to have release time to observe peer teachers in the building as well as within the district to learn highly effective

teaching practices. The master schedule will be developed to ensure co teaching time based on IEP goals.

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

The second focus area is student cognitive engagement. The specific objectives for this professional development are aligned to the school goals because we plan to have all students actively participate in rigorous instruction. Built into the master schedule is weekly intentional planning time, where teachers collaborate with the curriculum coordinator and teaching and learning coach to design high yield lessons with tasks that cross the rigor divide paired with Kagan cooperate learning structures to ensure total participation. Kagan coaching will occur monthly for each teacher to ensure the stuctures are implemented correctly; with positive interdependence, individual accountability, equal participation, and simultaneous interaction. In addition, teachers will participate in professional development, The REAL Work of Collaboration conducted by John Antonetti, to increase rigor and engagement in the standards.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

The intended results of the related objectives above is that all students will actively participate in rigorous lessons. All students will have the opportunity each day to respond to their learning.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

The evidence of implementation will be monitored through lesson plan development, data taken with monthly Kagan Coaching cycles, and classroom observations.

The special education and general education teachers will be responsible for creating the lesson plans incorporating Kagan stuctures and tasks crossing the rigor divide utilizing the Powerful Task Rubric and cube. The leadership team will be responsible for collecting the data from Kagan coaching sessions as well as analyzing implementation of lessons crossing the rigor divide.

Teachers will meet weekly with the teaching and learning coach and curriculum coordinator for PLC to analyze student data.

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

The indicators of success for will be that teachers will feel empowered to make instructional decisions that will impact all students in their classrooms. Students will feel empowered to share their thinking in class with peers and be successful with their grade level content standards. Goals and objectives will be achieved when students reach proficiency on universal screeners, standards based assessments, and state assessments.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

Elementary general and special education teachers are the targeted audience for this professional development, as well as the leadership team.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

John Antonetti will lead the Writing: The REAL Work of Collaboration. The cost is \$3,725. The Principal, Curriculum Coordinator, and Teaching and Learning Coach will attend a Kagan Professional development; The Instructional Leadership Academy. The cost is \$1,000 per participant. Two classroom teachers will receive Kagan Coaching Training. The cost is \$500 per participant.

Throughout the school year all teachers will use weekly intentional planning sessions facilitated by the teaching and learning coach and curriculum coordinator to intentionally plan engaging lessons. There will also be release time to observe highly effective classrooms across the district.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Throughout the school year all teachers will use weekly intentional lesson planning sessions facilitated by the teaching and learning coach and curriculum coordinator. Teachers will be given the opportunity to have release time to observe peer

teachers in the building as well as within the district to learn highly effective teaching practices. Teachers will also receive feedback monthly on their Kagan structures with Kagan Coaching sessions.

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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